

## **USING MOVIE IN TEACHING WRITING (A CLASSROOM ACTION RESEARCH)**

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### **Abstract**

This is a classroom action research which is focused on improving students' ability in writing a narrative paragraph by using short movie. Before doing the research, the researcher found that most of the students are still low ability in writing; they cannot decide what they are going to write. In doing the research, I asked the students watched the English movie then I asked them to write paragraph in English, then I asked to do peer evaluation, then finally we came to the discussion part. We discussed about the errors that they found in the peer evaluation process. Then, I gave suggestions and the correct way in writing paragraph to the students. This study was done in three cycles. In the first cycle, the researcher still found some weaknesses, then we tried to make some solutions, then we did the second cycle but we still found some problems especially about the students' participation, then we discussed again, finally at the third cycle we got good result in students' participation and also students' writing were satisfied. The result of the research was that the students' ability in writing paragraph in English improved. Also they enjoy learning English writing by watching English movie.

**Key Words:** improving, students' ability, narrative paragraph, movie

### **Abstrak**

Penelitian tindakan kelas ini bertujuan meningkatkan kemampuan siswa dalam menulis paragraf narasi dengan bantuan film pendek. Sebelum penelitian, kemampuan siswa dalam menulis masih sangat rendah serta belum mampu menentukan ide sendiri. Dalam penelitian ini, peneliti meminta siswa untuk menonton film berbahasa Inggris, kemudian menuliskannya dalam beberapa paragraf. Peneliti mengadakan peer-evaluation, kemudian memberikan saran serta perbaikan terhadap pelaksanaan peer evaluation tersebut. Penelitian ini dilaksanakan dalam tiga siklus. Pada siklus pertama, peneliti masih menemukan beberapa kelemahan. Lalu pada siklus kedua, permasalahan dalam partisipasi siswa masih ditemukan. Setelah didiskusikan, siklus ketiga dilaksanakan dan memberikan hasil yang baik dalam hal partisipasi dan kepuasan siswa. Hasil dari penelitian ini menunjukkan peningkatan kemampuan siswa dalam menulis paragraf. Selain itu, siswa juga menyukai pembelajaran menulis dengan terlebih dahulu menonton film berbahasa Inggris.

**Kata Kunci:** peningkatan kemampuan siswa, paragraf narasi, film

## **Introduction**

During last several decades, one of the most exciting changes in education is related to the word “technology”. Although some debates regarding the effectiveness of technology have existed (e.g., Kleiman, 2004; Kozma, 1994), most researchers agree that technology can be used effectively as a cognitive tool as well as an instructional media. For example, Bruce and Levin (2001) suggest that technology can be helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students’ self-expression.

Writing is one of the skills in EFL classrooms. Some students of EFL includes in Indonesia have difficulties to express their ideas through writing because they don’t know what they should write down about. They find difficulties in choosing the topic of their writing. Therefore, they need some helping to find the inspiration what to write, and then it will make them easier to express it in writing.

In relation to the students’ difficulties in writing, a teacher in EFL classrooms should choose a good technique in teaching process. Then, based on the writer’s believe, the things that the thing that should be improved is the using of media. The result of some researchers have shown that media has superiority to help teachers to deliver learning message faster and easier for students. In addition, media have a positive effect and can change the students’ behavior to be creative and dynamic. Then, the role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process.

The using of technology as media in EFL classroom is very helpful. Furthermore, media technology can increase the students’ interesting in learning process. Movie as a one of the kind of modern technology, it can be used as a good media since it is an enjoyable things for students. They can enjoy the story and also the pictures of movie are always interesting for them. Related to the students’ difficulties in writing, through watching movie the students easily can find material or topic to be written down in their paragraph.

Furthermore, the use of film in the classroom has become more popular since the arrival of the videocassette recorder (VCR) with its relative economy and ease of operation. The opinion of one teacher probably echoes the opinion of many

others: "The VCR gave us flexibility. We could watch the first exciting twenty minutes, stop the tape and discuss elements of introduction, mood, suspense, and characterization--and view it again. The VCR is simple to operate, portable, and less expensive." (Farmer, 1987) Another educator who has considered the potential of the VCR believes that "one of the pedagogical tasks of the next decade may well be discovering the most efficacious ways of employing this omnipresent piece of technology." (Gallagher, 1987) Another teacher pinpoints a reason for the potential: "Because students live in a media-oriented world, they consider sight and sound as 'user friendly.'" (Post, 1987)

This research is aimed at finding out the effectiveness of using watching movies activities in improving students' ability in writing narrative paragraph. The result of this study has expected to be useful information for all teachers to use movie as media in teaching writing. In addition, it is also useful to all the readers who want to use movie as media in enriching their skills in writing English paragraph.

## **Research Method**

### ***Setting***

This classroom action research was conducted at science program, second grade, senior high Islamic boarding school Datuk Sulaiman Putri Palopo at English lesson Class. The total number of students was 20 students. This research was done in 3 cycles in order to find out the best way to improve the students' writing skill by using short movie.

### ***Preparation for the Action Research***

The basic competence which was focused in this classroom action research namely the competence in writing a narrative paragraph. The preparation for the action was prepare the short movies. The data sources for this research including students, teacher, and partner and collaborators.

### ***Technique and Instruments of Collecting Data***

#### ***Techniques***

The collecting data techniques in this classroom action research were: (a) Test: to find out the students' score; (b) Observation: to find out the students' participation during the use of movie in teaching writing; (c) Interview: to find out

the level of successful in implementing the use of movie in teaching narrative paragraph; (d) Discussion among the researcher as teachers with the collaborators. As a way to make reflection in each cycle.

### *Instruments*

The instruments used in collecting data in this classroom action research were: (a) Writing Test: asking the students to make a narrative paragraph; (b) Observation list: it used when observing the students' participation during the use of movie in teaching writing also as the basic instrument used in discussing part among the teacher and the collaborators as a way to make reflection in each cycle; (c) Guided Interview list: to find out the level of successful in implementing the use of movie in teaching narrative paragraph; (d) Discussion result among the members of team.

### *Data Analysis*

The data which collected in every observation in each cycle was analyzed descriptively through percentage technique and by considering the tendency happened during the learning process.

- a. Writing test result: Students' score of writing test are classified into some criteria based on Heaton scoring classification namely content, organization, vocabulary, language use, and mechanics. Then determining the mean score, which classified into high, average and low classification.
- b. Activities of students during the learning process: analyzed by considering the students' participation and the classified into high, average and low classification.
- c. Implementation of learning by using movie: by analyzing the successful level of implementation, then it categorized into success, less success, and not success

### *Procedures of the Research*

#### *Cycle I*

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

#### a. Planning

1. Analyzing the curriculum especially the basic competence after doing the need analysis of the students.

2. Make a lesson plan about the use of movie in teaching how to make a narrative paragraph.
3. Classroom management: number of students 20, make the classroom comfortable
4. Prepare the test.
5. Making the instruments which used in cycle of classroom action research.

b. Acting

During the action I asked the students watched the English movie then I asked them to write paragraph in English, then I asked to do peer evaluation, then finally we came to the discussion part. We discussed about the errors that they found in the peer evaluation process. Then, I gave suggestions and the correct ways in writing paragraph to the students.

c. Observation

Things to be observed including: situation of learning and teaching process; students' participation; and students' performance in peer evaluation and discussion.

d. Reflecting

This classroom action research is success if some of the following requirement are fulfilled:

1. Most of the students (75%) have a good participation during the acting.
2. Most of the students have a good score in evaluation (70).
3. Most of the students active in peer evaluation and discussion.

*Cycle II*

Like at the first cycle, in the second cycle also consisted of planning, acting, observation, and reflecting.

- a. Planning: The research team, made a lesson plan based on the result of reflection in the first cycle.
- b. Acting: The teacher did the teaching by using movie based on the planning in the second cycle.
- c. Observation: The research team (teacher and collaborator) did the observation through the learning by using movie.
- d. Reflecting: The research team did the reflection toward the second cycle then made a plan for the third cycle.

### *Cycle III*

Like at the first cycle, in the second cycle also consisted of planning, acting, observation, and reflecting.

- a. Planning: The research team, made a lesson plan based on the result of reflection in the first cycle.
- b. Acting: The teacher did the teaching by using movie based on the planning in the second cycle.
- c. Observation: The research team (teacher and collaborator) did the observation through the learning by using movie.
- d. Reflecting

The research team did the reflection toward the second cycle then made analysis and conclusion about the implementation of teaching writing a narrative paragraph by using movie in improving the students' ability in writing.

### **Findings and Discussion**

The findings of the research were explained in cycles of learning and teaching process. In this case, there were 3 cycles as follows:

#### *Cycle I*

##### *a. Planning*

In the planning, the team analyzed the curriculum especially the basic competence. Then, make a lesson plan about the use of movie in teaching how to make a narrative paragraph. In classroom management, number of students is 20, to make the classroom comfortable. Following the preparation of the test, making the instruments which used in cycle of classroom action research.

##### *b. Acting*

In this first cycle, the implementation was not suitable with the planning. This is because of some causes. First, most of the students were still not familiar with the watching movie activity. Second, most of the students didn't have a brave to be active in peer evaluation. Last, some students didn't understand how to make narrative paragraph.

### *c. Observation*

In the observation phase, the result of observation on students' activities during the teaching and learning process: The mean score was 69%. Furthermore, evaluation on students' writing showed that the students writing were mostly in low scores. The mean score was only 5.40

### *d. Reflecting*

There were still some significant weaknesses found in reflection in the first cycle. First, most of the students were still not familiar with the watching movie activity. Also, most of the students did not have a brave to be active in peer evaluation. Some students did not understand how to make narrative paragraph. Therefore, the evaluation means score was: 5.40. In the discussion, there were only some students active in giving responds.

In order to improve the weaknesses and to keep the successful in the first cycle, then the second cycle was planned by giving more motivation to the students in order to be active in peer evaluation and discussion. Next, giving chances to the students who got a good score in the previous cycle to share their knowledge about the story (retelling activities). The teacher also gave intensive guidance to the students who got difficulties in the first cycle. Last, give awards to the successful person and the most active student.

## ***Cycle II***

### *a. Planning*

The things that planned in the second cycle are as follows. First, giving more motivation to the students in order to be active in peer evaluation and discussion. Next, giving chances to the students who got good scores in the previous cycle to share their knowledge about the story (retelling activities). Also, giving intensive guidance to the students who got difficulties in the first cycle. Last, giving awards to the successful person and the most active student.

### *b. Acting*

In the acting process, the learning process was done with a good and relax situation. Also, most of the students were active in peer evaluation. In the discussion the students were more active than in the first cycle.

### *c. Observation*

The result of observation on students' activities during the teaching and learning process: The mean score was 74%. Evaluation on students' writing showed that the students writing were mostly in average scores, with the mean score 6.53.

### *d. Reflecting*

There were some successful points in the second cycle. Most of the students were easier in grasping the story of the movie. The students were more active in peer evaluation (74%), even though some students complained about their group were very low ability. The increasing of mean score, in the first cycle was 5.40 while in the second cycle was 6.53

## ***Cycle III***

### *a. Planning*

First, giving more motivation to the students in order to be active in peer evaluation and discussion; giving more chances to the students who got good score to share their knowledge about the story (retelling activities); giving more intensive guidance to the students who got difficulties in the first cycle; giving awards to the successful person and the most active student. Therefore, the students who got good score in the previous cycle will be distributed equally in all the group in order to make the peer evaluation became more effective and they can share one another about how to make a good narrative paragraph.

### *b. Acting*

The students can catch the story easily and relax situation during watching activity. All the students were active in peer evaluation and in the discussion almost all the students were active.

### *c. Observation*

The result of observation on students' activities during the teaching and learning process: The mean score was 85%. Evaluation on students' writing showed that the students writing were mostly in good scores. The mean score was 7.33

### *d. Reflecting*

Some successful points was noted in the second cycle. Most of the students were easier in grasping the story of the movie. The students were more active during the action. Their participation reached the ideal percentage namely 85%. The ideal



mean score have achieved, in the first cycle was 5.40 while in the second cycle was 6.53 then in the third cycle was 7.33.

## **Conslusions and Suggestions**

### ***Conclusions***

Watching movies activities is effective in improving students' writing skill, especially a narrative paragraph. It is supported by the achieving of the ideal score namely in participation 85% and in writing evaluation mean score 7.33. The scores of students increased in every cycle. Furthermore, watching movies activities makes classroom situation interesting and the students enjoy the teaching and learning process during the acting.

### ***Suggestions***

Based on the conclusion above, the writer would like to put forward some suggestion as follows:

1. An EFL teacher should be more creative in giving an appropriate method to the students which can make them rilex and enjoy getting the material.
2. To achieve the goal of teaching, the teacher should adapt between material and method that teacher apply in the classroom.
3. One of the important things to be used in teaching and learning process is media technology. Such internet and movie.

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